

Inspection of Home From Home

Isleham C Of E School, 3 Malting Lane, Isleham, Ely, Cambridgeshire CB7 5RZ

Inspection date: 9 May 2022

The quality and standards of early years provision

This inspection

Met

Previous inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children enter the club happily and are quick to settle. They play together with the wide range of play opportunities staff prepare for them. There is a large choice of toys and games that are easily accessible for children to choose from. Games and resources are displayed, so that children can see what they are and select what they want to play with. Children move freely between the indoor and outdoor spaces, developing their own games and physical activities. For instance, children create an ice-cream shop from the branches of a tree. Children have to stand on the correct numbered square as told by the shopkeeper in order to collect their ice cream.

Staff know children well and take care to spend time with them and provide their favourite activities when they join the club. Staff support children to make new friends quickly. Children behave well and play cooperatively together. For example, they explain the rules of board games and take turns as they play. Children are kind and considerate towards each other and learn the importance of sharing. For instance, older children invite younger children to join them with construction toys. Staff act as good role models as they interact in children's games and reinforce good manners.

What does the early years setting do well and what does it need to do better?

- Staff strive to ensure that children are happy and have fun while at the club. They involve children in the planning and incorporate their ideas. They are aware of children's needs. Staff have a close relationship with the host school and exchange information about the children's day to support them while at the club.
- Young children settle quickly. They are collected from their school class by the same staff member. This provides children with a familiar adult to build a relationship with. Staff encourage children to be kind and considerate to their peers. Older children are supportive and helpful to younger children. For example, older children are encouraged to buddy up with new children to further support them as they settle in at the club.
- Children behave very well and understand the club's rules and routines. Staff have high expectations of children's behaviour and interact well with them. Conflicts are resolved quickly as staff help children to discuss their feelings with each other and explain the impact words and actions can have on others. Staff act as good role models and support children to share and take turns.
- The manager and staff have developed strong partnerships with parents. They value their feedback and use it to develop their practice. Parents comment that their children love the club and settle very quickly. They talk about the

difficulties they have getting children to leave at times.

- Children thoroughly enjoy their time at the club. Staff play alongside children throughout their time. They help them develop their skills. For instance, children are taught how to use a bow and arrow as they practise archery skills. Children describe staff as 'kind and helpful' and say how much they enjoy playing with them.
- Children are encouraged to be active in the afternoon and have lots of opportunity to develop their physical skills. For example, children play football on the field while younger children explore the large climbing apparatus. Staff engage in outdoor play with the children and discuss the benefits of exercise and fresh air with them.
- Overall, staff provide healthy snacks. However, since making changes to food preparation arrangements, due to the COVID-19 pandemic, children have fewer chances to make their own snack. Additionally, staff miss opportunities to sit and talk with the children as they are having their snack.
- The manager reviews staff's practice regularly and offers training and support for their continuous professional development. She has high regard for staff's mental health and well-being and provides staff with access to occupational health services. Staff report that they feel supported by the manager.

Safeguarding

The arrangements for safeguarding are effective.

Staff are able to demonstrate a good understanding of how to keep children in their care safe. They receive regular training and are aware of how to identify the possible signs of abuse and neglect. Additionally, staff have good knowledge of safeguarding, including female genital mutilation and radicalisation. Staff know who to go to with their concerns about a child or an adult. The manager and staff team carry out thorough risk assessments to ensure children are safe while accessing the club. Additionally, the manager implements safer recruitment procedures to ensure staff are suitable to work with children.

Setting details

Unique reference number	2532544
Local authority	Cambridgeshire
Inspection number	10208508
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 11
Total number of places	24
Number of children on roll	28
Name of registered person	JLR Play Community Interest Company
Registered person unique reference number	RP900975
Telephone number	07787425799
Date of previous inspection	Not applicable

Information about this early years setting

Home From Home registered in 2019. The club employs three members of childcare staff, one of whom holds an appropriate early years qualification at level 3. The club opens from Monday to Friday during term time only. Sessions are from 3.20pm until 6pm.

Information about this inspection

Inspector

Louise Harris

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager and inspector completed a learning walk together. The provider and manager talked to the inspector about how the space and resources are used.
- The inspector held a number of discussions with the manager and staff. She looked at relevant documentation and evidence of the suitability of persons working with children.
- The inspector spoke to parents and children during the inspection and took account of their views. She observed interactions between the staff and children.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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